

Presentation: "Solution of a simple, single variable equation"

Expression used within the presentation:

$$3x - 6 = 0$$

Expression broken down into elements, grey boxes indicate addition of 'meta-media identifier' structures to add context or meaning to the elements:

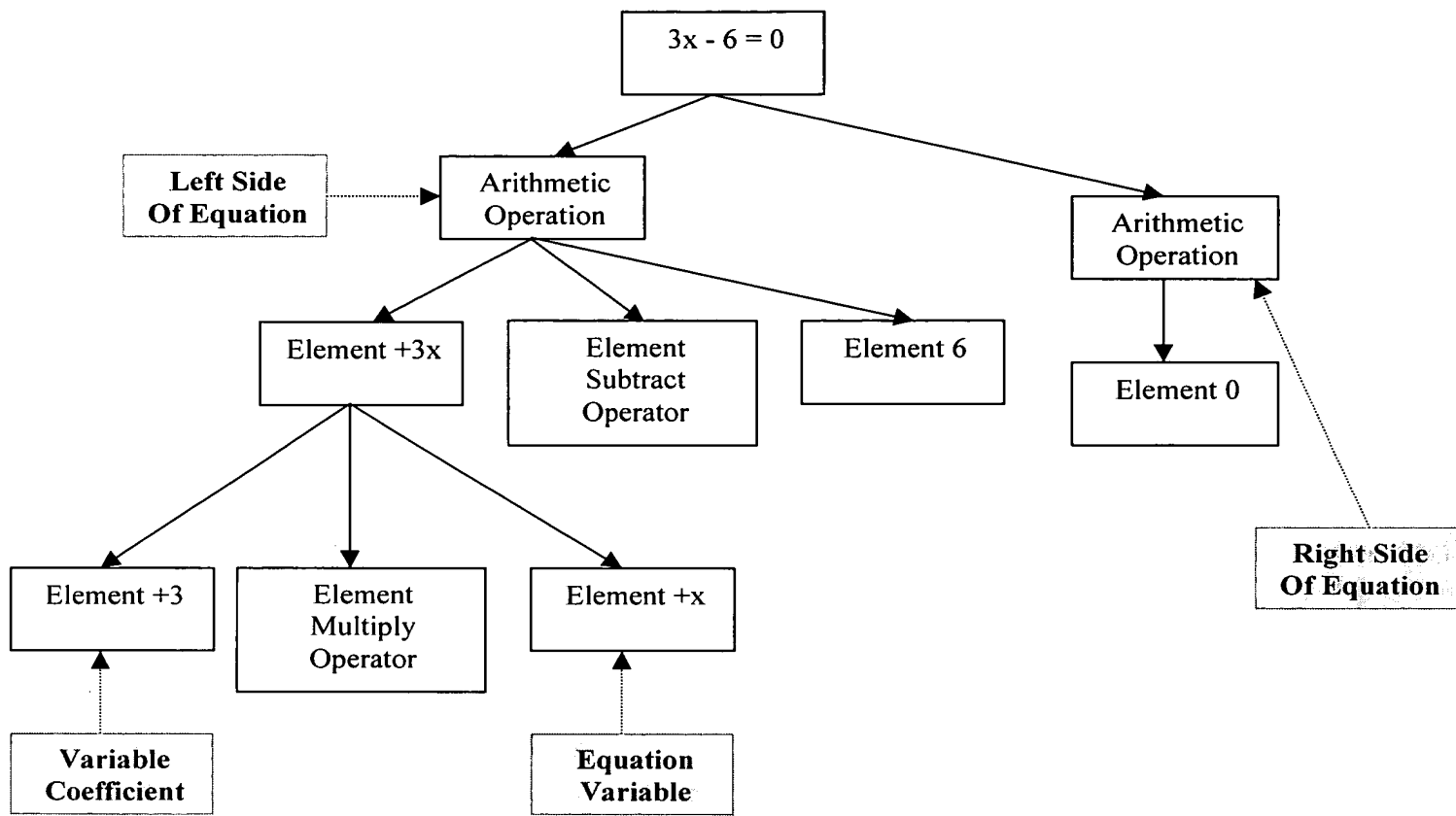
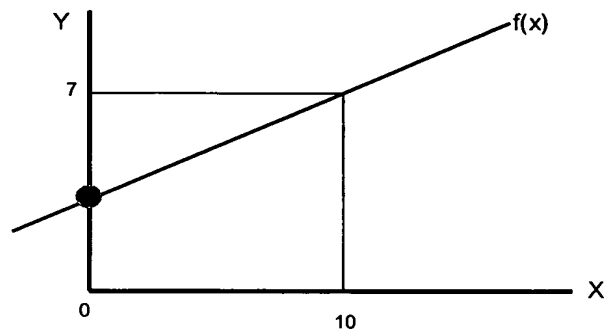


Figure 1A

Sample graph (data visualization):



Sample data organization for graph visualization with meta-media identifiers.

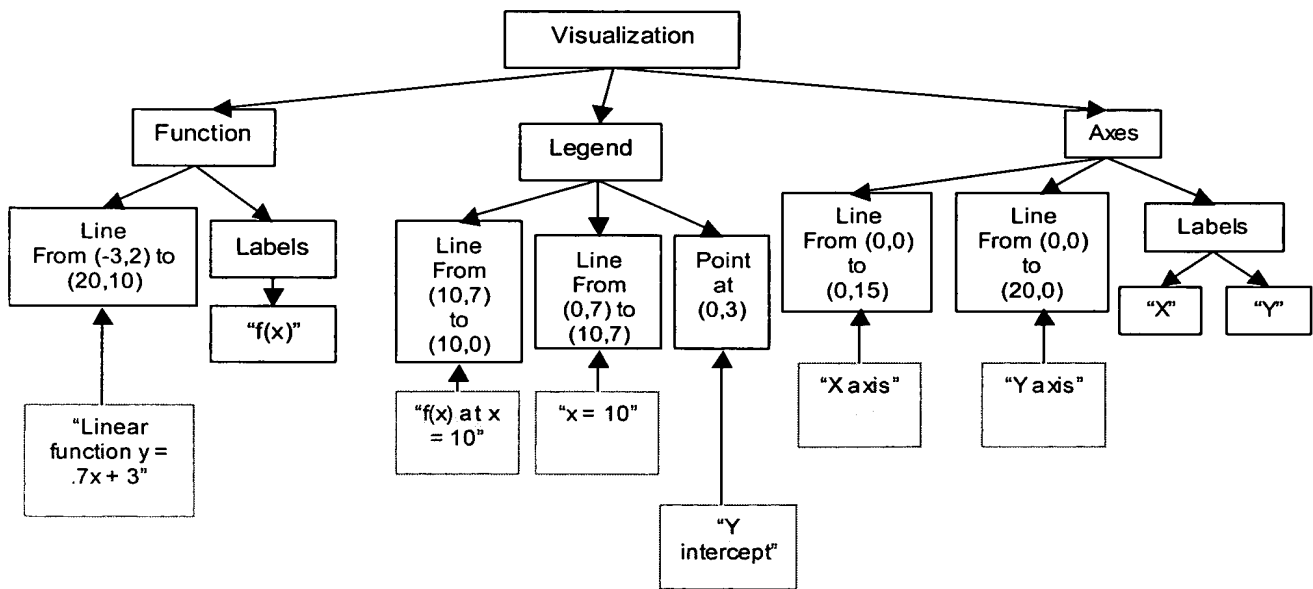


Figure 1B

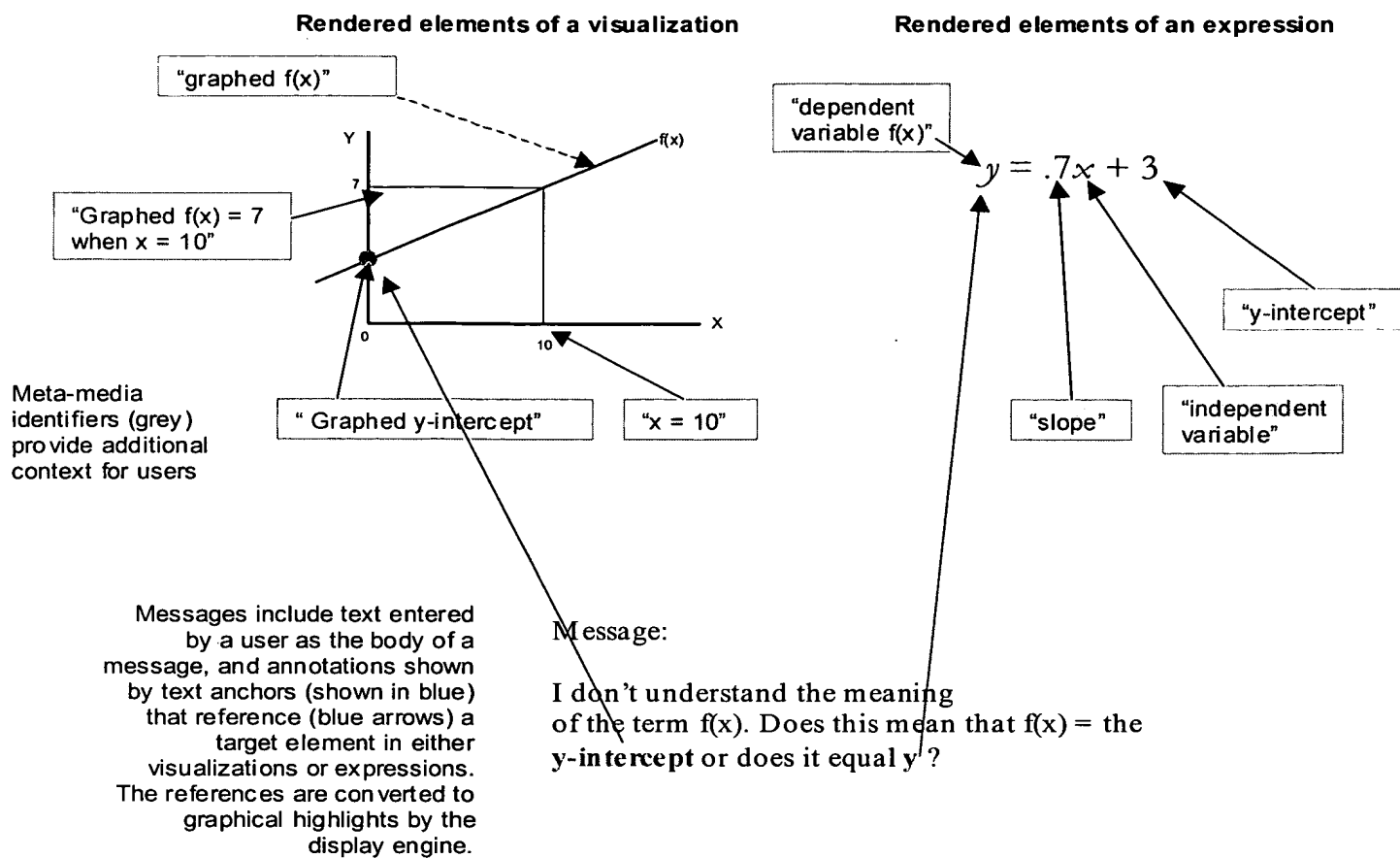


Figure 2

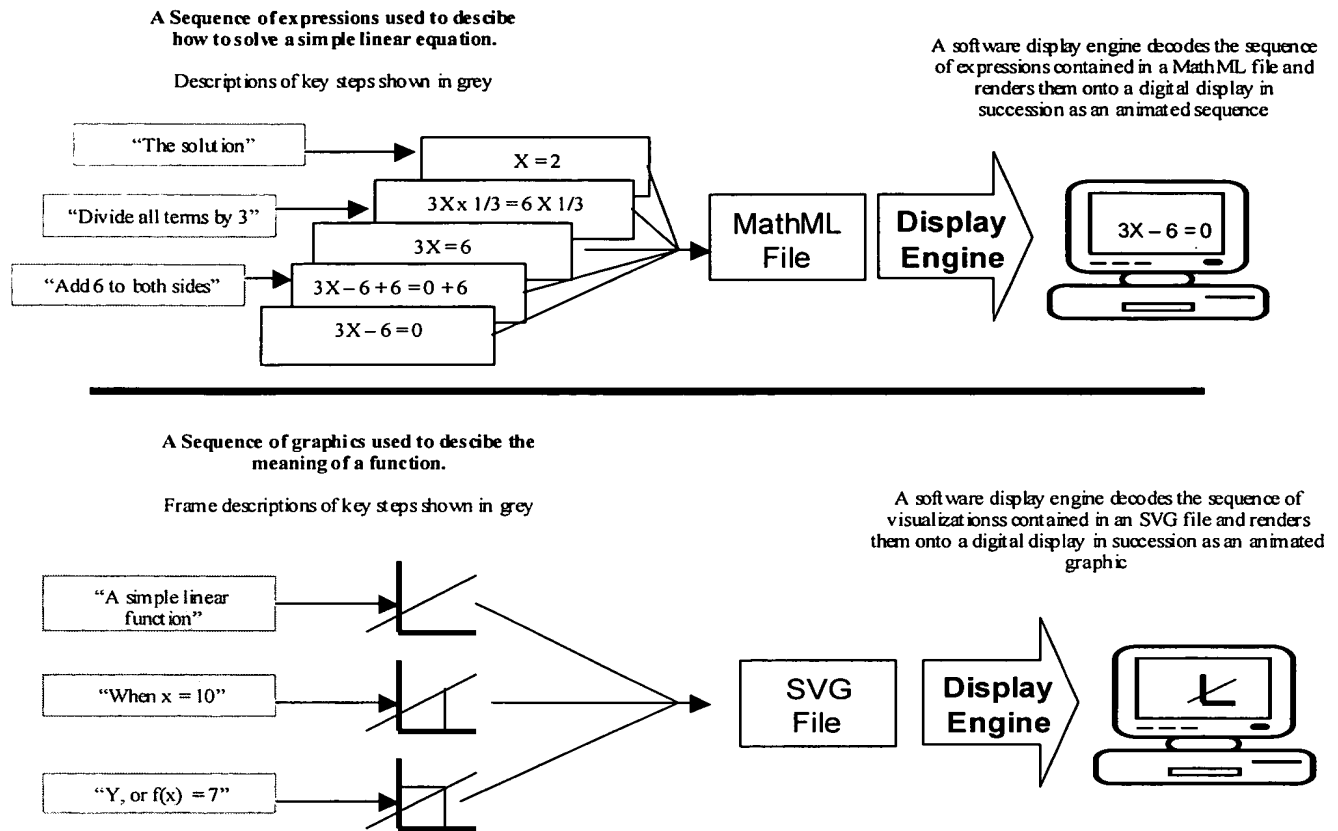


Figure 3

Example 13-3

Third Segment

Y

7

0

10

X

f(x)

$y = .7x + 3$

Message from TOM:

I don't understand how the - slope of this line relates to this value here?

Attach to...

Dependent variable

Independent variable

Slope

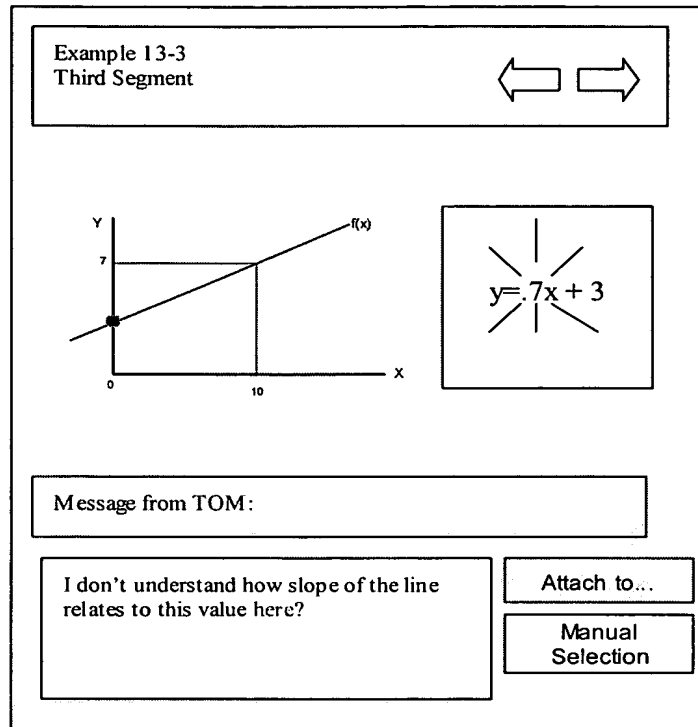
Y-Intercept

Graphed function f(x)

Graphed Y-Intercept

Example of one implementation of a user interface displaying a 'table of contents' for all meta-media identifiers during the annotation of a message. In this illustration, the user has typed a text message, and wishes to attach an annotation anchored with the word 'here'. Pressing the button "Attach to" displays a drop-down menu of all the content page elements that have assigned meta-media identifiers, facilitating the attachment of the annotation to a content element.

Figure 4A



An alternative form of attaching annotation to content element would involve the pressing of a button on the interface to a form of 'manual selection' button. The Annotation Management Software would then blink whatever message enabled media exists on the content page that has been selected by a user initiated mouse click. In this illustration, the user selection of the '.7' is shown with blinking simulated by the rays surrounding the number '.7'

Figure 4B

Figure 5A

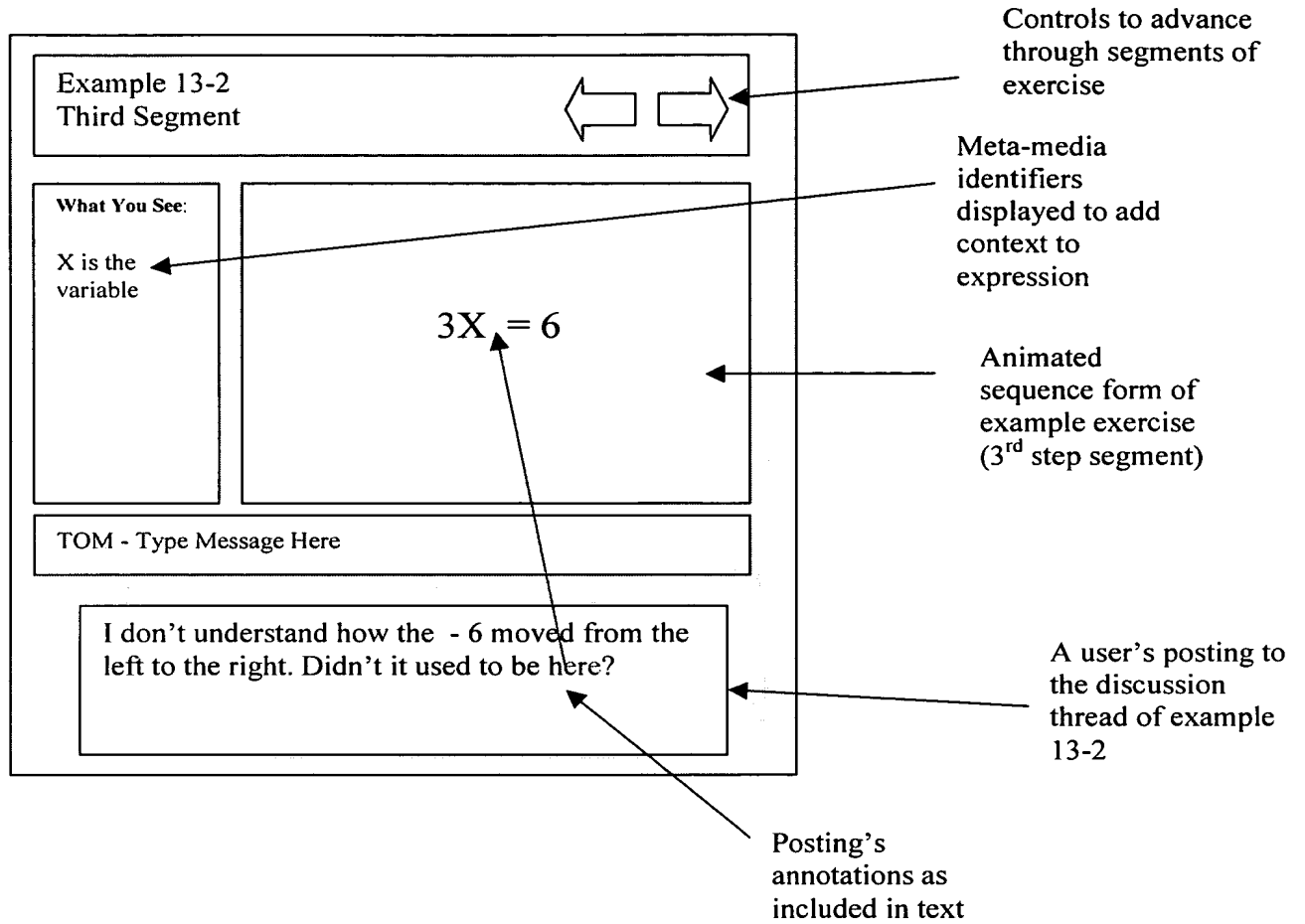


Figure 5B

No annotations selected
posting

Example 13-2
Third Segment

What You See:

X is the variable

$3X = 6$

Message from TOM:

I don't understand how the - 6 moved from the left to the right. Didn't it used to be here?

Annotation 'here' selected by reader of

Example 13-2
Third Segment

What You See:

X is the variable

$3X = 6$

Message from TOM:

I don't understand how the - 6 moved from the left to the right. Didn't it used to be here?

Figure 6A

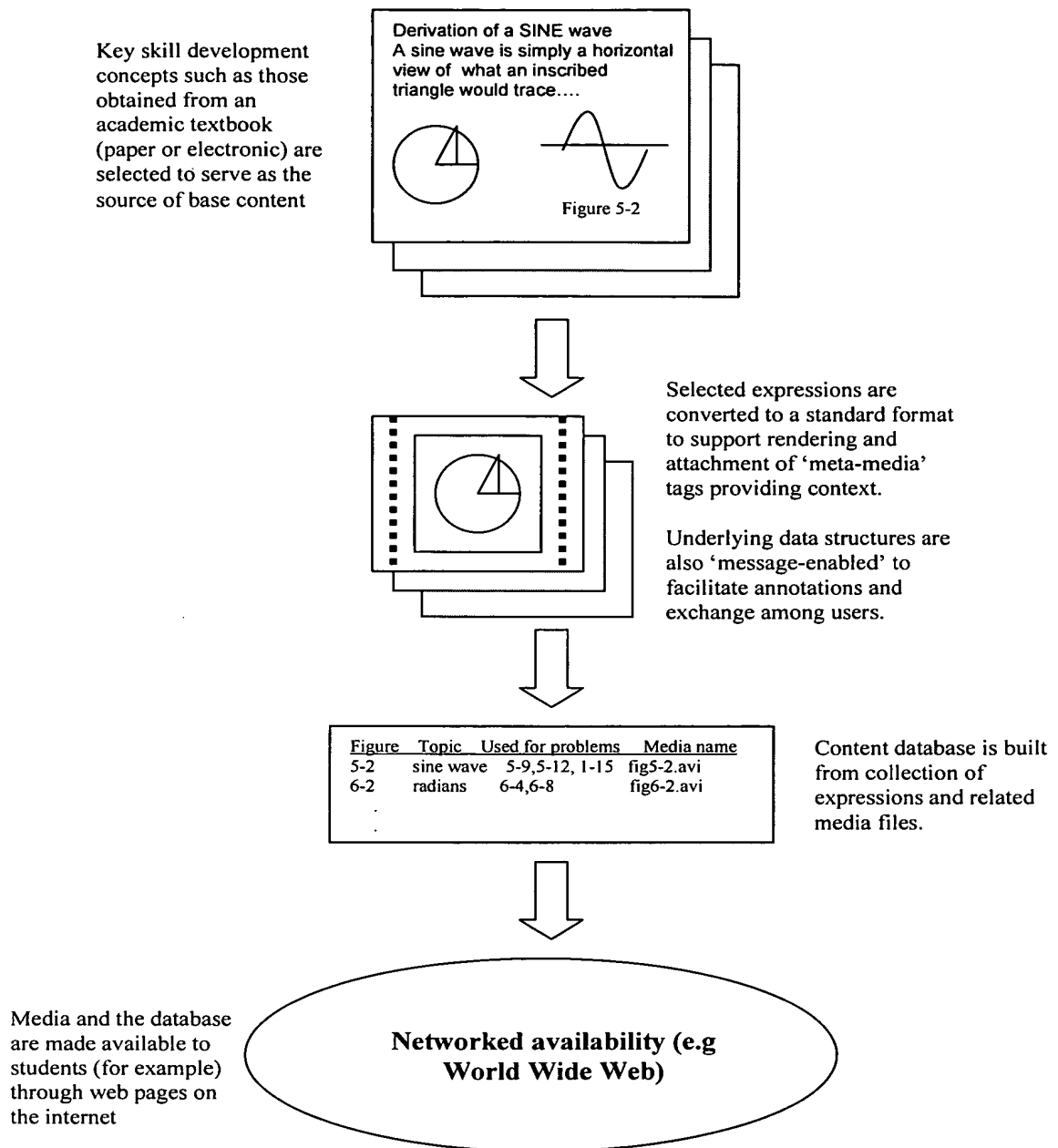


Figure 6B

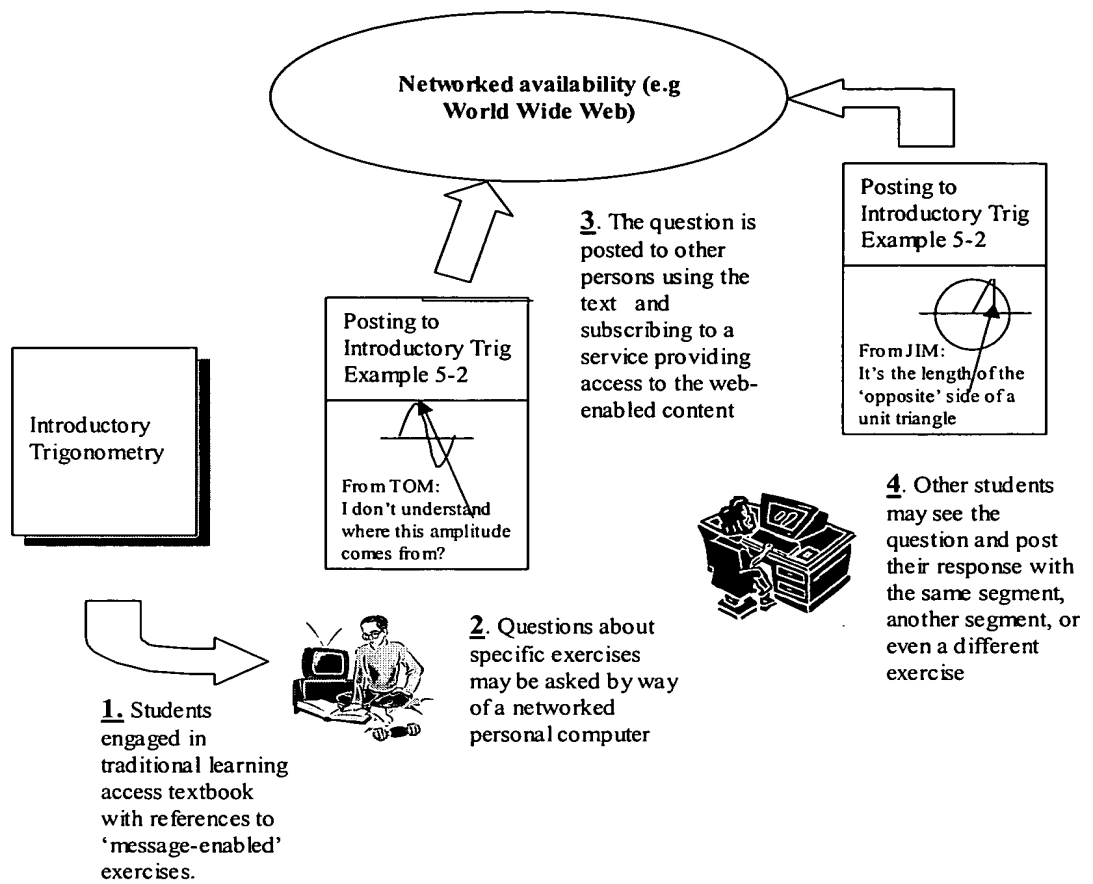
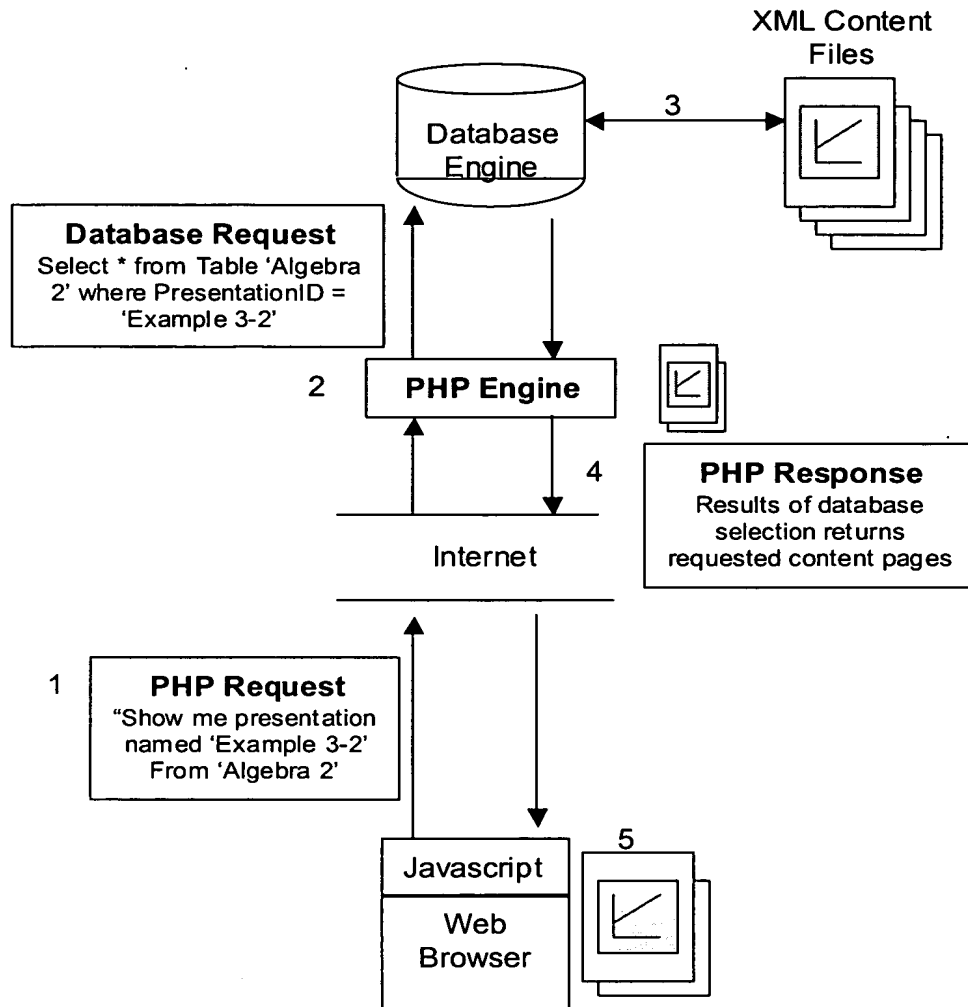
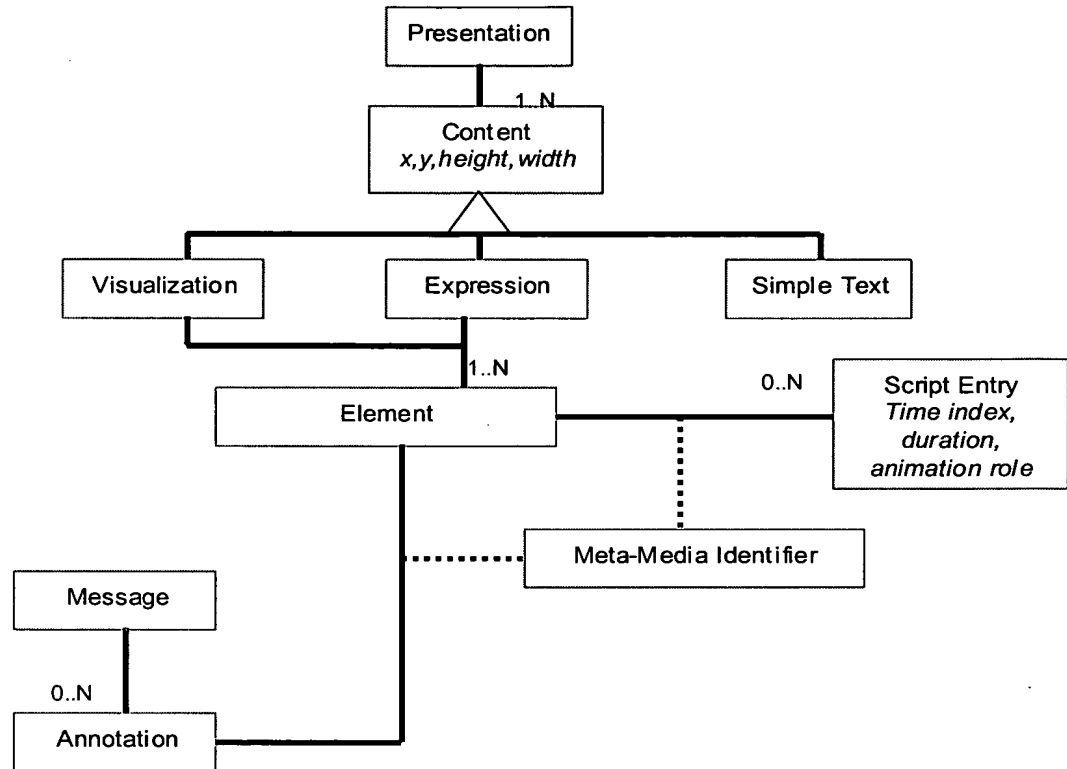


Figure 7



A sample illustration of how a user would initiate a request for content pages. A traditional web browser could generate a request compliant with a PHP language request for a given presentation. The PHP formatted request would be sent via the internet to a server's PHP engine, where the request is converted into a database query(2). The Database accesses the media files (3), and a PHP script returns the XML content files(4) to the web browser where the Javascript inserts the XML content into the displayed HTML tags(5). Note: all software illustrations are shown in pseudo-code.

Figure 8



Thick lines indicate container-like relationships (e.g. one Presentation has from 1 to N Content type objects associated with it.) Dotted lines indicate a class that makes possible an association between other classes. Attributes are shown in italicized text when their inclusion helps clarify the role of the object or helps distinguish different types of a class.